



**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: IEQ Plan of Action: Implementation Progress Report **DATE:** June 9, 2016

PRESENTER(S): Gina Massella, Administrative Director of High Schools
Anissa Brown Dennis, Administrative Director of Middle Schools

VISION 2018 GOAL: ☒ Students ☒ Staff ☒ Families and Community ☒ Organization

OVERVIEW:

On February 25, 2016 staff presented the Indoor Environmental Quality (IEQ) Advisory Committee's two-fold plan of action and communication designed to address and communicate all indoor environmental quality concerns in Howard County Public School System facilities.

The IEQ Advisory Committee's two-fold plan of action and communication was divided into four phases for a July 1, 2016 roll out which would allow opportunities for constructive feedback and continuous improvement of each component of the two-fold plan. This report provides an update and progress report on the four phases for the development and implementation of the two-fold plan of action and communication.

RECOMMENDATION/FUTURE DIRECTION:

Staff will continue to monitor, address and communicate all indoor environmental quality concerns.

**SUBMITTED
BY:**

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Overview

On February 25, 2016, staff presented the Indoor Environmental Quality (IEQ) Advisory Committee's two-fold plan of action and communication designed to address and communicate all indoor environmental quality concerns in Howard County Public School System (HCPSS) facilities.

The IEQ Advisory Committee's two-fold plan of action and communication was divided into four phases for a July 1, 2016 roll out which would allow opportunities for constructive feedback and continuous improvement of each component of the two-fold plan. This report provides an update and progress report on the four phases for the development and implementation of the two-fold plan of action and communication.

Background

In order to comply with the modifications of Policy 6080, Sustainability, a Charter was presented to the HCPSS Board of Education on September 17, 2015, which established the IEQ Advisory Committee. The IEQ Advisory Committee was charged with recommending to the Superintendent a systemwide walk-through process that will enhance the system's ability to achieve the goals outlined in *Vision 2018*. The work of the IEQ Advisory Committee aligns and supports all four goals of *Vision 2018* by strategically examining the organizational practices that ensure providing and maintaining a quality healthy environment in all of the HCPSS's and school facilities. Specifically, the outcomes and strategies of *Vision 2018* strongly aligned with the work of the IEQ Advisory Committee were the following:

- | | | |
|----------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Outcome | 1.7: | Schools support the social and emotional safety and well-being of all students. |
| | 1.7.6 | Strengthen professional learning in safeguarding students' social and emotional safety and well-being. |
| Outcome | 2.1: | Staff members experience a culture of trust, transparency, and collaboration. |
| | 2.2.1 | Build structures for cross-functional collaboration among offices and schools. |
| Outcome | 3.1: | HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect. |
| | 3.1.3 | Consistently include representatives from stakeholder groups in planning processes to inform school system actions and decisions. |
| Outcome | 4.1: | All facilities are safe and secure. |
| | 4.1.1 | Strengthen security and safety practices and ensure consistency across the school system. |
| Outcome | 4.6: | Decisions are informed by relevant data in all operational areas. |
| | 4.6.1 | Regularly consider research-based best practices. |
| | 4.6.2 | Consistently include collaborative stakeholder teams in planning processes to inform decisions. |

A systemwide plan to address indoor environmental quality in the facilities of the HCPSS was presented in the Board Report on February 25, 2016. In that report, the IEQ Advisory Committee analyzed and incorporated components of the EPA's *Indoor Air Quality Tools for Schools Framework and Action Kit* which provided a comprehensive *Framework for Effective School Indoor Air Quality Management: Seven Technical Solutions*, which educated the IEQ Advisory Committee about the most common environmental problems experienced in schools, and included HVAC problems, moisture and mold, Integrated Pest Management (IPM), cleaning, maintenance, material selection, source control, energy efficiency, and the

appropriate technical solutions. Several of the resource checklists developed by the EPA were reviewed and adapted for the HCPSS by the IEQ Advisory Committee in conjunction with many of the resource checklists developed by the School Environment Team (SET). Copies of the checklists developed by the IEQ Advisory Committee recommended for the systemwide framework were included in the appendices of the February 25, 2016 report. The plan of action designed by the IEQ Advisory Team is described below.

Plan of Action

The plan of action includes systemwide scheduled and standardized walk-through reviews of designated areas of each HCPSS facility. The walk-through reviews would be conducted at least twice each year, or more as needed. Each team would be composed of a diverse representative group of HCPSS facilities personnel, school staff, parents, students, and community members, led by an IEQ School-based Team Leader. An appointed HCPSS IEQ Coordinator in the HCPSS Department of School Facilities would monitor all school/facility teams.

Protocols for communication will be implemented that will inform the Howard County community on all IEQ concerns, updates, and resolutions. These communication protocols include a designated space on the HCPSS website for IEQ information, developments, and updates. The protocols recommend that each school use its website to inform its community of any and all IEQ concerns in a like manner. Furthermore, both the HCPSS website and each school website should provide an easily accessible form which can be downloaded. The form can be used to document any IEQ concern or question with a specific turn around time for contact and response. Copies of all concern forms and resolutions will be filed at the district level with copies of the appropriate concerns and resolutions filed at each school. A mission statement developed by the IEQ Advisory Committee communicates the mission of IEQ School-based Teams to the HCPSS community at large, and guides the work of the IEQ School-based Teams.

Update/Progress Report on the Roll Out of 4 Phases

Timeline	Action
Phase 1: 3/15 - 4/15	Finalize the systemwide electronic template developed from the recommendations of the IEQ Advisory Committee for the walk-through process for school-based IEQ Teams.
Phase 2: 4/15 - 5/15	Implement a pilot walk-through in an elementary, middle, and high school. This will provide the opportunity to ensure that the walk-through process collects the important data, which is necessary to ensure quality indoor environments and provide the opportunity to make improvements to the walk-through process if necessary.
Phase 3: 6/1 - 8/15	The development of specific IEQ modules to be added to the Safe Schools Program for school-based staff and other professional learning for school-based staff based on the recommendations of the IEQ Advisory Team.
Phase 4: 7/1 - 8/31	The further development of the HCPSS Website page, which addresses systemwide indoor environmental quality issues, concerns, and updates. The website would include access to the IEQ Concern Form which could be downloaded, completed, and submitted by any person along with notification of receipt. The development of a IEQ template for all schools which can be incorporated into their website to inform communities of indoor environmental quality issues, concerns, and updates. This page would include access to the IEQ Concern Form, which could be downloaded, completed, and submitted, with notification of receipt.

Phase One and Phase Two

Phase One and Phase Two are complete.

During the month of March a subcommittee composed of staff from School Facilities and School Administration met several times to edit, refine, discuss technical vocabulary, and condense the template for the Master Walk-Through Checklist and the Classroom Checklist.

For the Master Walk-Through Checklist, the subcommittee identified three schools, one at the high, middle and elementary levels to field test the Master Walk-Through Checklist for understanding of the items or “look-fors” included, the use of the template, and the time required to complete a thorough walk-through of each type of facility. The following HCPSS offices sent representatives to serve on the pilot walk-through for each school.

- Building Administrator: Principal and Assistant Principal from each school
- Director of High Schools: Gina Massella
- Director of Middle Schools: Anissa Brown Dennis
- Director of School Facilities: Olivia Claus
- Office of School Facilities: Keith Richardson
- Office of Building Services: Herb Savje
- Office of Custodial Services: Larry Phillips, Mycul Beale, Melodee Phillips, Edward Nicholson
- Chief Custodian: Day Chief Custodian from each school
- Office of Energy Services: Diane Sweeney
- Office of Health Services: Shannon Blount, Kerry Wagaman
- Office of Food Service: Rosalie Edwards
- Office of Maintenance: Tony Bonomo
- Office of Risk Management: Jeff Klenk, Terry Street
- Office of School Construction: Alan Moss
- Office of Integrated Pest Management: Mark Hardin

Mr. Mike Davis from the Howard County Health Department and Mr. Ed Light from Building Dynamics, LLC, participated in all three walk-throughs. Each school invited three community members to serve on the pilot walk-through for his/her particular school and a teacher representative from HCEA was present for each school walk-through as well as the school nurse or health assistant.

Before each walk-through was conducted, each team met to set a context and purpose for the pilot walk-through, review the template, review the building plan, and organize the participants into an even number of teams. Team leaders were identified for each of the teams, beginning times were noted and the walk-through was conducted. Following each pilot walk-through, the full team met and debriefed the process, noting any suggestions for revision of the template, discuss the process itself, and the time required. Each school was given the results of the walk-through noting any areas, which required improvement as well as areas for commendation.

Following all three pilot walk-throughs, the School Administration and School Facilities subcommittee met again to further revise and improve the Master Walk-Through Checklist template in preparation for the design of the electronic version. For quality assurance, two additional pilot walk-throughs were conducted at the high and middle school levels. The finalized electronic version of the Master Walk-Through Checklist is included in the appendices.

The School Administration and School Facilities subcommittee also revised and edited the template of the Teacher Classroom Checklist, which will be completed by classroom teachers once each quarter. The template of the Teacher Classroom Checklist was field tested by teachers in a high, middle, and elementary school. Teachers reviewed the items, noted the time required to complete the checklist and make additional comments. Based on the field test, representatives from the subcommittee met to revise, condense, and clarify the Teacher Classroom Checklist. Based on the pilots, the average classroom teacher will need approximately 10 minutes to complete the classroom checklist. An electronic version of the Teacher Classroom Checklist has been created and it will be available for teachers to download from their school IEQ page, and send to their school IEQ Team Leader for review and appropriate action.

Phase Three

Staff completed about 50% of the Professional Learning Modules included in Phase Three of the plan of action, which according to the established time frame will be finalized by August 15, 2016.

The content/information, which will be included in the Safe Schools IEQ Module will be developed based on the items included in the Teacher Classroom Checklist. The IEQ Module will be part of the online training that all HCPSS staff will complete at the beginning of each new school year. The creation of the training module will be completed over the summer. We are also developing talking points for school administrators to utilize with their staff to set a context or “the why” for the use of a Teacher Classroom Checklist and to ensure that every school staff membership takes ownership in maintaining indoor air quality in all HCPSS facilities. ←

Phase Four

Phase Four is near completion ahead of schedule, the time frame July 1, 2016 to August 31, 2016. The HCPSS IEQ page is up and running and has been publishing updates on the work of the phases. Anyone can access the main website for HCPSS and type in “Trending Topics” or “IEQ” and the IEQ page will load. Concern forms can be accessed from the HCPSS IEQ webpage, each school IEQ webpage, and ready to go live is TellHoCo, which is a mobile app. Concern Forms will be sent to the IEQ Help Desk for processing and eventually all of the Master Walk-Through Checklists, which are completed by each school twice each year.

The framework for the individual school IEQ webpages is under construction. Staff is working on standardizing what is included on the pages. Interested people can access the Concern Form from each school’s IEQ page, and see the individual school’s Master Checklist and the resolution of any identified IEQ concerns.

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

IEQ Concern Form
School Facilities
IEQ Coordinator

Instructions: Complete this form if you believe that you have a concern about the indoor environmental quality of a HCPSS building or facility. The form is to be submitted to the HCPSS IEQ Coordinator. You will be contacted within 5 working days regarding your concern.

Name of person completing the form: _____ Date of this request: _____

____ Student ____ Staff ____ Parent ____ Visitor

Contact information: Phone: _____ Email: _____

School Building/Facility: _____ Location (specific room or area) _____

Briefly describe the concern or problem. Have you attached a photo? ____ Date of photo: ____

When did you notice the problem: _____

Signature: _____

Action taken:

Name and Signature of the person responding: _____

Name: _____
 School: _____

Room/Location: _____

Teacher's Classroom Checklist

Directions: Assess the status of the following and complete the checklist by checking the "Yes" or "No," or "Not applicable" box beside each item. "No" requires further attention. Add comments as necessary. Please include if and when you have reported the concern to your administration or head custodian. Please be sure to sign the document at the bottom of each page and submit it to the IEQ Leader in your school or assigned Assistant Principal.

General Cleanliness				
	Yes	No	N/A	Comments
1. My room is dusted and floor cleaned regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. My room is free of clutter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The trash is removed daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. All food is stored in tightly sealed container	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Any animal food is stored in tightly sealed container	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. My room is free of pests and vermin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I have/use unscented HCPSS approved cleaners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Fish tanks are maintained/ clean /without odor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Condensate is wiped from windows, windowsills, and window frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Indoor surfaces of exterior walls are free of condensate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Areas around and under classroom sinks are free of leaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher's
 Signature: _____

Date: _____

	Yes	No	N/A	Comments
12. Classroom lavatories are free of leaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Any spills are cleaned promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Ceiling tiles and walls are free of water stains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. There are no water stains anywhere in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Plants have waterproof barriers in place and no standing water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. I know location of heating, ventilation, and air conditioning units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. My room is comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Air supply pathway is not obstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. There are no vehicle return, kitchen/food, and/or chemical odors in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Educational Supplies (Art, Science, Technology Education, FACS)				
21. Any necessary Safety Data Sheets are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. All chemicals labeled accurately with date of receipt/preparation and pertinent precautionary information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. All supplies are stored according to manufactures' recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Name: _____

Principal: _____

Date: _____

	N	Room / Location	SR	FR	Comments
31. Shrubbery not near vents or windows which can be opened					
32. Trees do not provide access to roof					
33. No broken windows					
34. Windows are closed					
35. Exterior doors are closed					
36. No pools of standing/stagnant water					
37. Exterior veneer intact					
38. Outside lights working and intact					
39. Gutters and downspouts clear/working					
40. No stains from roof on outside walls					
41. Bins for garbage and recycling clearly marked					
42. Hard surfaces (sidewalks, etc.) cleared of any turf application					
43. Proper maintenance of planted beds and other vegetation					
44. Landscaping and turf look healthy and disease free					
Item Number	R/Loc	Comments:			
		Re-Inspection Required Within 30 Days: <input type="checkbox"/> Yes <input type="checkbox"/> No			